

## GERMAN SECOND ADDITIONAL LANGUAGE (Updated April 2014)

### A. MEANS OF ASSESSMENT

External Examination	Paper I	2 hours	[100]
	Paper II	2 hours	[100]
Continuous Assessment:	File		[100]
	Oral		[100]

**400 marks**

### B. REQUIREMENTS

#### 1. PAPER 1 2 hours [100]

#### READING AND VIEWING LANGUAGE

##### SECTION A **Reading for Meaning: Unseen texts** [60]

This section divides into three subsections assessing different kinds of reading. Questions will be based on a variety of authentic texts. Texts can be in prose, visual and graphic form. Questions will require a variety of responses that may include identifying the main ideas, specific information, detail information, opinions, feelings and attitudes expressed in the texts.

Questions will test comprehension only and not the candidates' ability to express themselves. Questions may require candidates to answer in the form of completing tables, true and false, ticking boxes, fill the gap, classifying information, or choosing the correct word/option.

Candidates may also be required to formulate short answers in German but the focus in this paper is on their understanding of the given texts and not on formulating own texts.

Questions targeting the language ability could be included. Candidates will require an understanding of the passage, grammar, punctuation and vocabulary – e.g. synonyms/antonyms.

##### SECTION B **Prescribed Texts** [40]

Questions will be contextual in nature and must be answered in German. Questions will not require sophisticated literary analysis.

The text or text excerpt chosen for the examination will be printed in the paper.

**2. PAPER 2** **2 hours** **[100]**

**WRITING AND PRESENTING  
LANGUAGE**

The focus of this paper is on formulating own text therefore questions should try to avoid an over-emphasis on understanding of the given text/s, which is covered in Paper I.

**SECTION A Writing a Descriptive/Narrative Text, Expressing Opinions, Ideas, and Feelings** **[30]**

A choice of two short texts (not exceeding 300 words) will be given as a point of departure. Candidates will be required to describe, inform and express their own opinion on the topic/issues in one of the given texts.

Candidates may draw on vocabulary and ideas in the text given, but must formulate their ideas in their own words. Candidates must not simply recopy portions of the text. The candidate's response will be one continuous prose text.

Length: 150 – 200 words.

**SECTION B Writing a Transactional Text/ Formulating Information.** **[30]**

One to four short texts and/or descriptions of situations from daily life or graphics will be given. Candidates will be required to react in writing to the situation/s, one of them being in formal register (Höflichkeitsform). The responses will be of a communicative nature.

The candidates are required to write approximately 150 words in total for this section.

**SECTION C Language in Context** **[40]**

One to two texts (word count not exceeding 350 words) will be given as a point of departure. By answering questions candidates will demonstrate their knowledge of language and its use in context. A wide range of different types of questions can be set.

**3. SCHOOL BASED ASSESSMENT CANDIDATE FILE** **[100]**

Each candidate must keep a file of written work all of which should be in German and assessed by the teacher. This must include a variety of tasks representative of the candidate's work. All work included in the file must be done during the course of the candidate's Grade 12 year of study.

The file submitted must consist of exactly **ten** representative pieces of work, all to be written in **German**.

The work must correspond to the following categories:

**SECTION A      Tasks** **[50]**

**Five tasks must be included in this section.**

THREE pieces written under controlled conditions (200 – 300 words each). These should be done in class but candidates may use dictionaries and texts. (3 × 10)

TWO pieces of **extended writing** (250 – 350 words) of which one should be narrative and one discursive. They should be **edited once** by the candidate. Both the original, with errors underlined and coded but not corrected by the teacher, and the final version, assessed by the teacher, must be submitted. The weighting of this section is 20 marks. (2 × 10)

Of the above, at least ONE piece may use a literary text from the prescribed literature or the themes of the Oral texts as a point of departure.

**SECTION B      Tests** **[30]**

A selection of **3** tests that reflect the assessment required in the final examination (as in Paper I and II). Each test should be substantial, i.e. of at least 40 minutes.

**SECTION C      Preliminary Examinations** **[20]**

Both Papers 1 and 2 must be included. Each paper is out of 100 marks but the weighting of this section is 20 marks. (2 × 10)

**CANDIDATE FILE**

Each candidate will be required to present his/her file in a special folder for assessment by the teacher and subsequent transmission to the IEB for moderation purposes by 31 October each year.

Please note that candidates who do not submit pieces corresponding to the specified categories may be given no marks for this assessment or be penalized in other ways at the discretion of the IEB.

- (a) Schools must certify that all work in each folder is the candidate's own work.  
This does not imply that all exercises must be done under test conditions or that homework may not be included, only that the school must be confident that the work has not been unduly influenced by others.
- (b) All work in the folder must be assessed by the teacher and given a mark. It is important to note that the pieces of work in each folder should, as a whole, give a representative picture of the ability, aptitude and application of the candidate.
- (c) Each candidate will be given a total mark by the teacher, expressed as a percentage. Where, in the opinion of the school, an aggregate mark does not adequately reflect the ability, aptitude and application of the candidate, the school must motivate an alternative mark.

- (d) In addition to completing the mark sheet provided, each school must prepare an overall mark sheet giving the examination number and aggregate mark (%) of each candidate in rank order. This is included in the teacher's file.
- (e) The IEB will arrange for moderation of a sufficient number of folders to take place to determine whether the marks submitted for individual candidates or for the group as a whole should be accepted, scaled in some way, or re-marked in their entirety.
- (f) A teacher's file must be submitted for each center. It will indicate how the center tackled the files (e.g. stimulus material, questions, rubrics, test papers, exam papers).
- (g) Rounding up of marks of the SBA may only occur ONCE at the very end of the calculation of the total marks out of 100.

#### 4. **ORAL AND AURAL ASSESSMENT** **LISTENING AND SPEAKING**

**[100]**

The evaluation of candidates' oral and aural proficiency should be continuous and proficiency in a variety of situations should be assessed. Candidates should be able to read, and communicate about what they read, and respond to other stimuli, pictures, tapes or 'live' speech.

The marks for Listening and Speaking are broken down as follows:

- |       |   |      |
|-------|---|------|
| (i)   | Reading and discussion of a previously prepared document  | (20) |
| (ii)  | Role Play/Situations  | (10) |
| (iii) | Listening Comprehension   | (30) |
| (iv)  | Conversation – (Discussion of Themes and of prescribed texts to be included in general conversation.) | (40) |

##### **Listening Comprehension**

Listening Comprehension tasks should be done during the year. These should be completed under controlled conditions, based on pre-recorded texts. Marks for this section are to be attained from tasks assessing three kinds of listening comprehension:

- Type 1: Listening for main points, theme, context and/or gist of the text
- Type 2: Listening for specific information
- Type 2: Listening for detailed items of information

## C. INTERPRETATION OF REQUIREMENTS

### GUIDELINES: FILE OF SCHOOL BASED ASSESSMENT (SBA)

**These guidelines should be read in conjunction with the examination requirements.**

#### 1.1 PRESENTATION

- 1.1.1 A teacher's folder should be provided for the guidance of the moderator. It should contain: a copy of the authentic documents (e.g. texts); planning schedule of a group of integrated activities, transcripts of listening texts used for assessment, requirements of each of the assessment tasks; question papers; rubrics/mark allocations and marking memoranda (desired content).
- 1.1.2 The SBA cover sheet should be filled in by the teacher for each candidate.
- 1.1.3 The SBA cover sheet should be placed immediately after the mark sheet in the folder.
- 1.1.4 The folder submitted should be A4 in size, sturdy, but flat, light and not bulky.
- 1.1.5 Work in the candidate's file should be neat, legible and written in blue or black ink only. It may be typed or handwritten. All work must be dated.
- 1.1.6 There must be adequate margins so that documents are visible **without** being removed from the folders.
- 1.1.7 The file is intended to support the teacher's assessment of the candidate's ability in German. The teacher must therefore ensure that all categories of work required are correctly represented. Overall, the work in the file should be characteristic of the candidate's general level of competence at the time that the file is presented.
- 1.1.8 The teacher must ensure that the same principles are used in selecting work for the file of each candidate. While it is not necessary for samples of the same task to be included in each file, it is important that the same number of pieces of work, with the same weighting, be included for each candidate.
- 1.1.9 Pieces of work in each of the required categories should be filed together, with clear dividers between each section, and in the order indicated by the official SBA cover sheet.
- 1.1.10 Candidate's work must be in German.
- 1.1.11 Each piece must reflect the required standard of work and minimum number of words.
- 1.1.12 The instruction for each task must be clearly indicated in front of each piece as well as in the teacher's folder.
  - 1.1.13 The candidate's examination number must be clearly written on the front of the folder. Candidates' names may appear on the pieces of work included in the folder.
- 1.1.14 Please note that no credit will be given for decorated files or work.

## 1.2 CONTENT OF SBA (Section A)

### Requirements for the FIVE pieces of work submitted in Section A of the files:

- 1.2.1 Of the above, ONE piece may use a literary text from the prescribed literature on the themes as a point of departure.
- 1.2.2 One edited (process writing) piece must be narrative (e.g. story, letter) **or** one descriptive (letter, article, discussion) where the candidate must put forward an opinion, argue a point of view or discuss an issue.
- 1.2.3 The 2 edited pieces should be presented as a draft as well as a final version. Errors in the first draft should be underlined and coded by the teacher, but NOT corrected. The candidate then must present the original and the edited final version. Only the final version is assessed in full by the teacher. The teacher must indicate a symbol on the first draft. Both the first draft and the final version **MUST** be included. Only one draft is to be allowed.
- 1.2.4 All other pieces that will appear in the file may NOT be edited/re-copied.
- 1.2.5 The tasks should involve the learners in activities around vocabulary building and using language in a variety of ways. As far as possible, the final piece of the task must assess learners in a way that is different from the type of responses that are expected in the external examination. A task that starts with a research activity, continues through some oral activities to a writing activity would be suitable. **The final piece must be done under controlled conditions.**
- 1.2.6 All file pieces must be continuous prose pieces (i.e. not short questions and answers or contextual comprehension type questions).
- 1.2.7 Different categories of writing could be submitted (e.g. friendly letters; formal letters; dialogues; faxes; stories; responses to authentic documents; texts; photos; cartoons; advertisements).
- 1.2.8 At least ONE piece must use an authentic text as a point of departure. The stimulus must be presented with the learner's task. (The authentic text may, for example, have been discussed in class or used as a comprehension, and then a task set on it. It could be a literary text. The bibliographic reference/source indication of authentic texts should be included.)

### General comment on pieces that use a literary text as a point of departure:

The level of questioning and expectation should be appropriate to the candidates' ability to express themselves in German (recognition, identification and response to character, plot and theme, NOT literary analysis). While the objective of including literature is still to enrich candidates' experience of the language and culture, the task should focus on their ability to communicate in the target language.

Assessment should take ideas and expression into account.

## SELECTION OF THEMES

Candidates **MUST** study **TWO** themes as a source of literary and cultural texts.

The themes will be prescribed in detail by the examining panel. In addition, all the general themes as presented in textbooks up to level B1 must have been covered by the end of Grade 12.

Specific literary texts will have to be studied. Questions on the literary texts will be set in Paper 1, Section B where candidates may choose to answer questions on one of the prescribed texts.

A selection of poems and so-called oral texts will be prescribed and will be discussed in the Oral Moderation.

The teaching and learning of a language, in this case as a Second Additional Language, is text and themes based. In the case of the prescribed theme, however, the purpose of this study is:

- (a) to introduce candidates to the richness of the literature of the target language;
- (b) to demonstrate links between the literature and the culture/country/context of the language;
- (c) to give the learners the necessary vocabulary and language structures needed to discuss the issues contained in the themes;
- (d) to broaden the learners' base for oral conversation and discussion, with positive spin-offs for the written work.

When using a theme for this study, teachers will add their own choice of texts from a wide variety of sources and types to encompass many different genres of texts and to deepen the understanding of the language use and improve the learners' vocabulary (both active and passive).

Teachers are encouraged to add their own materials, but **must include the prescribed literary texts** (e.g. extracts from novels/short stories, poems). Themes such as 'war', 'love', 'youth', 'tourism' or 'family' would be appropriate. The themes will form part of the general conversation in the Oral Moderation. The theme selected should be regarded as a minimum, and teachers can choose to teach more literature, and should extend candidates as much as possible.

### 1.3 ASSESSMENT OF SBA

#### General points

- 1.3.1 Teachers should file and keep all work set and marked throughout the year. The original work should be submitted as is. Candidates **should not make a fair copy** of test pieces or of the final version of edited pieces.
- 1.3.2 Teachers would be well advised to set assignments like more general essays in the second half of the Grade 12 year.
- 1.3.3 Each mark for a piece of work in the file should be converted to 10 so that the final mark for the 10 items submitted is out of 100 (i.e.  $10 \times 10$ ). The original mark and the conversion must be shown on the relevant task.

1.3.4 The marks for the pieces included in the file must be recorded on the SBA mark sheet provided (see appendixes of this document), according to the instructions that accompany it, (e.g., the cover sheet must be signed by the learner and the teacher).

If, in an exceptional case, the mark derived for a particular candidate does not reflect a true assessment, the teacher may motivate a different mark.

1.3.5 The purpose of **moderation** is to ensure that the prescriptions of the syllabus and examination requirements have been followed and that standards are similar across different schools.

1.3.6 The student files must be ready to be submitted to the IEB for moderation by 31 October each year. Schools will be informed which files must go through to the moderation committee for moderation.

### **Moderation of file**

The purpose of the moderation is to ensure that the prescriptions of the syllabus and examination requirements have been followed and that standards are similar across different schools.

The file must be ready to be submitted to the IEB for moderation by 31 October each year. Schools will be informed which files must go through to the moderation committee for moderation.

Prior to this final moderation, schools are expected to moderate in assigned clusters. Both the teachers' files and the learners' files should be moderated in the clusters so that the standard is monitored and discussed before the final submission of the files to the IEB.

## **GUIDELINES: ORAL AND AURAL ASSESSMENT**

The oral and aural assessment by individual teachers is an ongoing process throughout the year, and will be subject to moderation in the latter part of the year. The language skills contained in the CAPS for Second Additional Language (Listening and Speaking) are expected to be assessed and the individual marks recorded by teachers.

## **MARK ALLOCATION**

**[100]**

### **1. Discussion of a previously prepared document**

**[20]**

- The IEB will make available a selection of 6 – 10 texts each year. Candidates must prepare at least **THREE** of these, from which the moderator will select **ONE** for discussion.
- The candidate must introduce the text, and, through discussion and answering questions, demonstrate an understanding of the text and be able to express an opinion on the subject matter, and on related issues.
- This is **NOT** a prepared speech.
- Texts may be prepared together in class.



## 2. Role Play

[10]

Although candidates are given time to prepare their role play in advance, notes may not be used when it is presented.

Teachers are urged to use the full range of marks, bearing in mind that it is not necessary for a candidate to be a native speaker in order to be given full marks.

It is suggested that the following criteria be used for evaluating role play:

Rating Code	Description	Marks %
7	Outstanding pronunciation, intonation and fluency; an occasional slight mistake or hesitation; but excellent communication.	80 – 100
6	Very good pronunciation and fluency; makes a good attempt at correct intonation and expression; some mistakes, but very good communication.	70 – 79
5	Good pronunciation and fluency; makes a fair attempt at correct intonation and expression; several mistakes and/or hesitation, but good communication.	60 – 69
4	A fair degree of fluency and accuracy in pronunciation; quite a number of errors; some attempt at intonation, expression and communication.	50 – 59
3	Lacks fluency; many errors; pronunciation influenced by the home language; communication breaks down in places, but the learner struggles and keeps going.	40 – 49
2	Very poor; many gross errors; frequently incomprehensible; very little communication.	30 – 39
1	Incomprehensible.	0 – 29

## 3. Listening Comprehension

[30]

- Listening tasks must be set with care so that the focus of the assessment is on listening and not on reading, writing or speaking.
- More than one mark must be collected for listening as part of the continuous assessment of listening. At least one mark for Listening Comprehension in the oral component should come from a test of 30 minutes for 30 marks.
- The use of tick boxes, true/false answers, matching names to facts etc. is encouraged so that the learners do not penalise themselves in written answers since what is being tested is the candidate's listening skills.
- Before a recording is played, candidates should have one or two minutes to go through the questions.
- Each recording should be heard three times.

#### 4. Conversation

[40]

General discussion with teacher about such topics as personal life, future plans, daily routine, interests, etc. (see CAPS for full list). This will also include discussion around the themes or literature studied.

Teachers are urged to use the full range of marks, bearing in mind that it is not necessary for a candidate to be a native speaker to obtain full marks. Decide first on the category into which the candidate falls before awarding the exact mark. Do not inflate marks. Some candidates will fail. Be realistic. The mark must reflect the candidate's oral ability at the end of the Grade 12 year.

It is suggested that the following criteria be used for evaluating conversation:

Rating Code	Description	Marks %
7	Clearly expressed, accurate, to the point, fluent; very effective vocabulary; hardly any language errors. Interested and interesting. A real conversation is maintained.	80 – 100
6	Competent use of vocabulary; few language errors, most of the times fluent.	70 – 79
5	Can communicate effectively, despite errors. Conversation maintained, but ordinary.	60 – 69
4	Can communicate reasonably effectively, despite errors. Conversation maintained most of the time.	50 – 59
3	Can at times communicate fairly comprehensibly, despite errors. Needs some help from the assessor.	40 – 49
2	Slow and laboured attempt at conversation. Often does not understand questions. Few full sentences, but some basic communication.	30 – 39
1	Does not understand questions. Almost no full sentences. Meaning impeded by constant errors and hesitation. So many mistakes that communication is broken. Frequent use of home language or learning and teaching.	0 – 29

#### MODERATION OF ORAL WORK

The IEB will arrange for moderators to visit schools from September to mid-October for the purpose of standardising the school assessment for oral work.

Schools will be informed of the dates on which they will be visited. On his/her arrival, the moderator should be presented with:

- the correct forms as supplied by the IEB.
- a list of all candidates and the final mark (out of 100) for oral, arranged in order of merit, so that the moderator may select candidates from the entire range of ability
- the mark sheet/mark book for the class showing the breakdown of how the oral mark was composed. See appendix 10: Oral and Aural Moderation: Mark sheet with breakdown of marks.

The function of the moderators is to ensure that the prescriptions of the NCS and the IEB Assessment Guidelines have been followed and that standards are similar across different schools. On the basis of the interviews conducted, the moderator will make recommendations to the IEB whether the marks for the school as a whole should be accepted as they are; or adjusted in some systematic way.

**D. ADMINISTRATIVE AND SUPPORT DOCUMENTATION**

1. SBA File cover sheet with declaration
2. IEB file rank order mark sheet
3. IEB Oral Moderation rank order mark sheet
4. Topic Areas
5. Language Structures
6. Rubrics for Assessment Written Tasks
7. Moderation Checklist: Learner files
8. Moderation Checklist: Teacher's file
9. Blooms Taxonomy (adapted by the IEB)
10. Oral and Aural Moderation: Mark sheet with breakdown of marks

1. SBA FILE COVER SHEET WITH DECLARATION



**NATIONAL SENIOR CERTIFICATE EXAMINATION  
NON OFFICIAL LANGUAGES  
GERMAN SECOND ADDITIONAL LANGUAGE  
FILE COVER SHEET**

NAME OF CANDIDATE: \_\_\_\_\_

EXAMINATION NUMBER: \_\_\_\_\_

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<b>SECTION A</b>		<b>Mark achieved</b>			<b>Converted Mark</b>		
<b>Tasks under controlled conditions (200-300 words)</b>							
1	Title:		out of			out of	10
2	Title:		out of			out of	10
3	Title:		out of			out of	10
<b>TOTAL</b>						out of	<b>30</b>
<b>Extended writing</b>							
4	(Narrative/ Discursive) Title:		out of			out of	10
5	Title:		out of			out of	10
<b>TOTAL</b>						out of	<b>20</b>
<b>SECTION B</b>							
<b>3 Tests: (At least one of each of the following different types of tests):</b> <b>1. Reading Comprehension similar to Paper 1</b> <b>2. Language Test similar to Teil C in Paper 2</b>							
6	Type:		out of			out of	10
7	Type:		out of			out of	10
8	Type:		out of			out of	10
<b>TOTAL</b>						out of	<b>30</b>
<b>SECTION C</b>							
<b>Preliminary Examinations</b>							
9	Paper 1		out of	100		out of	10
10	Paper 2		out of	100		out of	10
<b>TOTAL</b>						out of	<b>20</b>
<b>TOTAL SBA MARK</b>							out of <b>100</b>

I certify that all the work in this file is the candidate's own work.

Signature of Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

I certify that all the work in this file is my own work.

Signature of Candidate: \_\_\_\_\_

Date: \_\_\_\_\_

2. IEB FILE RANK ORDER MARK SHEET



**NATIONAL SENIOR CERTIFICATE EXAMINATION  
NON OFFICIAL LANGUAGES  
GERMAN SECOND ADDITIONAL LANGUAGE  
SBA FILE RANK ORDER MARK SHEET**

CENTRE NO

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**CANDIDATES LISTED IN RANK ORDER OF MARKS (HIGHEST TO LOWEST)**

	EXAMINATION NUMBER											MARK - 100
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
13												
14												
15												
16												
17												
18												
19												
20												
21												
22												
23												
24												
25												

3. IEB ORAL MODERATION RANK ORDER MARK SHEET



**NATIONAL SENIOR CERTIFICATE EXAMINATION  
NON OFFICIAL LANGUAGES  
GERMAN SECOND ADDITIONAL LANGUAGE  
ORAL ASSESSMENT**

CENTRE NO

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**CANDIDATES LISTED IN RANK ORDER OF MARKS (HIGHEST TO LOWEST)**

	EXAMINATION NUMBER											MARK - 100
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
13												
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15												
16												
17												
18												
19												
20												
21												
22												
23												
24												
25												

## 4. TOPIC AREAS

**Topics for Grades 8 - 12**

Kommunikation / Medien / Technologie

Kultur

Zukunftspläne

Schulalltag und Ausbildung

Feste, Feiertage

Gesundheit und Krankheit

Identität

Berufe

Rechte und Pflichten der Jugendlichen (einfaches Niveau)

Freizeit / Hobbys

Jugendliche: Freundschaft, Liebe, Idole

Musik

Gesellschaft / Familie / Religion

Mein Land: Stadt, Land und Leute

Natur / Umgebung / Wetter

Sport, Massensport (Breitensport), Leistungssport

Tourismus / Reisen / Landeskunde / Verkehr

In der Stadt / Auf dem Land

Essen und Trinken

Einkaufen

Wohnen

## 5. LANGUAGE STRUCTURES: OVERVIEW OF GRAMMAR FOR TEACHERS OF GERMAN SAL GRADE 12

**OVERVIEW OF GRAMMAR FOR TEACHERS OF GERMAN SAL GRADE 12**

*This is an overview for the teacher and is not intended as a handout for the learner as the grammar presented here needs explanations and examples which should be provided by the teacher in class.*

**A. Nouns (= Nomen)**

All nouns start with a capital letter.

**Gender:** Nouns can have one of 3 genders in the singular (maskuline = der, neuter= das, feminine = die)

**Number** (= Singular und Plural): Nouns in most cases have a plural form.

Countables:	der Stuhl – die Stühle
Uncountables:	das Gemüse, das Obst
Singular / Plural with changes of noun:	das Buch – die Bücher
Singular / Plural with changes only of article:	der Lehrer – die Lehrer
Common nouns:	Buch, Haus

**Types of nouns:**

Proper noun:	Ulrich, Carsten, Deutschland
Abstract noun	Liebe, Respekt, Angst, Hass
Collective nouns:	Eine <u>Herde</u> Antilopen
Classifiers:	eine <u>Scheibe</u> Brot, eine <u>Tafel</u> Schokolade

Remember: Possessive forms of nouns: Die Puppe **des Mädchens**, Johanns Vater, Max' Schwester

**Case:**

(The order of the cases 1 – 4 may be different in text books for German SAL. There is no correct order for the cases. Important is that the presentation of the order in class is done consistently for all grammar aspects.)

**Determiners:**

Indefinite articles a/an	masculine	neuter	feminine	Plural (only for negative)
1. Nominativ	ein	ein	einE	keinE
2. Genitiv	einES... + s/es	einES... + s/es	einER	keinER
3. Dativ	einEM	einEM	einER	keinEN... + n
4. Akkusativ	einEN	ein	einE	keinE

**Possessive articles:** mein..., dein..., sein... *und* ihr..., unser..., euer..., Ihr... (endings as per indefinite articles)

Definite article the	masculine	neuter	feminine	Plural
1. Nominativ	der	das	die	die
2. Genitiv	des ... + s/es	des ...+ s/es	der	der
3. Dativ	dem	dem	der	den... + n
4. Akkusativ	den	das	die	die

**Demonstrative articles:** dies-..., jen-..., jed-..., solch-..., welch-..., derjenige, dasjenige, diejenige, (endings as per definite article)

Viel-, all-, mehrer-, manch-, etlich-, einig-, wenig- (endings as per plural definite article)



## B. Pronouns (= Pronomen)

**Personal pronouns** (all pronouns start with a small letter unless at the beginning of a sentence)

	1. Person Singular	2. Person Singular	3. Person Singular	3. Person Singular	3. Person Singular	1. Person Plural	2. Person Plural	3. Person Plural	Formelle Form
1	ich	du	er	sie	es	wir	ihr	sie	Sie
2	meiner	deiner	seiner	ihrer	seiner	unser	euer	ihrer	Ihrer
3	mir	dir	ihm	ihr	ihm	uns	euch	ihnen	Ihnen
4	mich	dich	ihn	sie	es	uns	euch	sie	Sie

### Reflexive pronouns

	1. Person Singular	2. Person Singular	3. Person Singular	3. Person Singular	3. Person Singular	1. Person Plural	2. Person Plural	3. Person Plural	Formelle Form
1	ich	du	er	sie	es	wir	ihr	sie	Sie
3	mir	dir	sich	sich	sich	uns	euch	sich	sich
4	mich	dich	sich	sich	sich	uns	euch	sich	sich

### Relative pronouns

(Genitive form not formally tested)	masculine	neuter	feminine	Plural
1. Nominativ	der	das	die	die
2. Genitiv	dessen	dessen	deren	deren
3. Dativ	dem	dem	der	denen
4. Akkusativ	den	das	die	die

### Interrogative pronouns (no gender differentiation)

1. Nominativ	wer
2. Genitiv	wessen
3. Dativ	wem
4. Akkusativ	wen

With the same endings: irgendwer.

Other interrogative pronouns (without cases): was, wie, warum, wo, wann, woher, wohin, weshalb, wieso, wozu, womit, wodurch, wieviel, wie lange (u.a.)

### Indefinite pronouns (no gender differentiation)

1. Nominativ	man / einer	irgendwelch-	irgendjemand	jemand -=	irgendein-
2. Genitiv	eines				
3. Dativ	einem				
4. Akkusativ	einen				

### C. Adjectives (= Adjektive)

Position: Der Mann ist **reich**. (predicative)

Der **reiche** Mann ist zu Hause. (attributive)

Derivatives of verbs used as adjectives: das schlaf**ende** Kind, die **gemachte** Arbeit

Adjective endings (declination):

Adjective endings with indefinite articles a / an	masculine	neuter	feminine	Plural (negative)
1. Nominativ	ein -er	ein -es	einE -e	keinE -en
2. Genitiv	einES -en ... + s/es	einES -en ... + s/es	einER -en	keinER -en
3. Dativ	einEM -en	einEM -en	einER -en	keinEN -en ... + n
4. Akkusativ	einEN -en	ein -es	einE -e	keinE -en

ein neues Buch  
eines **neuen** Buches  
einem **neuen** Buch  
ein neues Buch

**Possessive articles:** mein..., dein..., sein... *und* ihr..., unser..., euer..., Ihr... (endings as per indefinite articles)

Adjective endings with definite article the	masculine	neuter	feminine	Plural
1. Nominativ	der -e	das -e	die -e	die -en
2. Genitiv	des -en ... + s/es	des -en ... + s/es	der -en	der -en
3. Dativ	dem -en	dem -en	der -en	den -en ... + n
4. Akkusativ	den -en	das -e	die -e	die -en

das neue Buch  
des **neuen** Buches  
dem **neuen** Buch  
das neue Buch

Adjective endings without articles the	masculine	neuter	feminine	Plural
1. Nominativ	warmer Tee	kaltes Wasser	heiße Milch	fleißige Kinder
2. Genitiv	warmen Tees	kalten Wassers	heißer Milch	fleißiger Kinder
3. Dativ	warmem Tee	kaltem Wasser	heißer Milch	fleißigen Kinder
4. Akkusativ	warmen Tee	kaltes Wasser	heiße Milch	fleißige Kinder

**Degrees of Comparison (=Steigerung der Adjektive) (attributive endings as per definite AND indefinite articles)**

Predicative regular:	klein	kleiner	(am) kleinst(en)	
Predicative regular with Umlaut:	arm	ärmer	(am) ärmst(en)	
Predicative irregular	gut	besser	(am) best(en)	
	gern	lieber	(am) liebst(en)	
	viel	mehr	(am) meist(en)	
Predicative irregular with Umlaut:	hoch	höher	(am) höchst(en)	(u.a.)

**D. Adverbs (= Adverbien)****1.1 Adverbs of Place and Direction**

da	umher (laufen)	hier	(dort) hin	drinnen	(dort) oben	hinten
dort	um ... herum	(da) drüben	her	draußen	unten	vorn(e)
nirgends	überall	weg	links	rechts		

**1.2 Adverbs of Time and Frequency**

morgens	täglich	vorgestern	sofort	immer	oft	nach und nach	letzte/ vorige Woche
mittags	wöchentlich	gestern	sogleich	nie	manchmal	heutzutage	gewöhnlich/ meistens
nachmittags	monatlich	heute	gleich	niemals	dann und wann	seit langem	später
abends	jährlich	morgen	vorhin	je	ab und zu	schon lange	früher
nachts	nächtlich	übermorgen	vor kurzem	jemals	allmählich	neulich	jetzt

**1.3 Adverb of Manner**

auf	beinahe	anders	umsonst	vergebens	leider	etwas	wahrscheinlich
offen	fast	bestimmt	etwa	ziemlich	unglücklich erweise	sicher	außerordentlich
besonders	vielleicht	glücklicher weise					

**1.4 Adverb of Probability**

sicher	bestimmt	vielleicht	möglicherweise	wahrscheinlich
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**1.5 Adverb of Duration**

immer noch	gar nicht	nicht mehr
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**1.6 Adverb of Degree**

stark	völlig	total	ziemlich	echt	sehr	kaum	ganz	genug
-------	--------	-------	----------	------	------	------	------	-------

**1.7 Adverbial phrases: (see prepositions and verbs in 1.9)****1.8 Adverbs not to be confused with adjectives or prepositions**

da	umher	unten	gegenüber	zugleich	vor allem	glücklicher weise	kaum
dort	um...herum	hinten	jenseits	zur gleichen Zeit	besonders	unglücklich erweise	selten
rund	zusammen	vorn	drüben	anders	sonst	leider	

## 1.9 Parts of speech that take specific cases

No	Case	Prepositions		Adjectives	Verbs		Adverbial phrases and collocations
1	Nominativ Subject				bin, bist, ist, sind, seid, wird sein, werden, scheinen, bleiben, heißen		
2	Genitiv  Of the / 's	unweit, mittels, kraft, während, laut, vermöge, ungeachtet, oberhalb, unterhalb, innerhalb, außerhalb, diesseits, jenseits, halber, wegen, statt, längs, zufolge, trotz		bewusst, fähig, gewahr, gewiss, kundig, mächtig, müde, satt, schuldig, sicher, verdächtig, würdig	<i>bedürfen (bedarf),</i> sich annehmen, sich bedienen, sich bemächtigen, sich enthalten, sich entledigen, sich entsinnen, sich erbarmen, sich erfreuen, sich erinnern, sich rühmen, sich schämen		
3	Dativ  Indirect object	aus, bei, mit, nach, von, zu, außer, seit, entgegen, gegenüber, binnen, gemäß	<u>Wo?</u>  in, an, auf, hinter, über, unter, neben, vor, zwischen	ähnlich, angenehm, begreiflich, beihilflich, bekannt, bequem, dankbar, feindlich, fremd, gefährlich, gehorsam, gelegen, gleichgültig, egal, schnuppe, wurscht, gnädig, günstig, lästig, leicht, möglich, nachteilig, nützlich, schädlich, peinlich, schuldig, willkommen, wohl, übel, schlecht, schwindlig, wichtig	ähneln, antworten, auffallen, befehlen, begegnen, beageln, beistehen, beistimmen, beiwohnen, belieben, danken, dienen, drohen, einfallen, entfliehen, entgehen, entsagen, entsprechen, erlauben, fehlen, fluchen, folgen, gefallen, gehorsam, gehören, gelingen, genügen, glauben, gleichen, gratulieren, helfen, lauschen, missfallen, nahen, sich nähern, nützen, passen, raten, schaden, schmecken, schmeicheln, trauen, trotzen, vorbeugen, widerstehen, widersprechen, winken, zustoßen, zuvorkommen		<b>PRÄPOSITIONALES OBJEKT+3:</b> erkennen an, fehlen an, hängen an, leiden an, liegen an, sterben an, teilnehmen an, zweifeln an, sich rächen an, sich stoßen an, bestehen auf, ertappen bei, landen auf, bestehen aus, werden aus, ankommen in, blättern in, verschwinden hinter, sich einigen auf, sich verirren in, sich erkundigen nach, sich sehnen nach, einschlafen über, erschrecken vor, fliehen vor, sterben vor, warnen vor, zittern vor, sich ekeln vor, sich fürchten vor, sich schämen vor, beitragen zu, einladen zu, gehören zu, sich setzen zu
4	Akkusativ  Direct object	durch, für, ohne, um, bis, gegen, wider, entlang	<u>wohin</u>  in, an, auf, hinter, über, unter, neben, vor, zwischen		<u>4+4:</u> fragen, lehren, nennen, schelten, schimpfen	<u>4+2:</u> beschuldigen, berauben, anklagen, entheben, versichern, würdigen	<b>PRÄPOSITIONALES OBJEKT+4:</b> adressieren an, denken an, (sich) erinnern an, glauben an, schreiben an, sich gewöhnen an, anstoßen auf, böse sein auf, eifersüchtig sein auf, hoffen auf, reagieren auf, stolz sein auf, trinken auf, verzichten auf, warten auf, sich freuen auf, sich verlassen auf, geradestehen für, sich bedanken für, sich interessieren für, sich fügen in, sich verlieben in, debattieren über, jammern über, reden über, lachen über, sich ärgern über, sich erbarmen über, sich freuen über, bitten um, trauern um, weinen um, sich bemühen um, sich kümmern um

## E. Verbs (=Verben)

**Transitive Verbs** (an example), conjugation and tenses – verb must agree with subject and number (concord)

Präsens	Präteritum	Futur 1	Perfekt	Plusquamperfe kt	Futur 2
er beginnt	begann	wird beginnen	hat begonnen	hatte begonnen	wird begonnen haben
er fängt an	fang an	wird anfangen	hat angefangen	hatte angefangen	wird angefangen haben
er spricht aus	sprach aus	wird aussprechen	hat ausgesprochen	hatte ausgesprochen	wird ausgesprochen haben
er backt	bakte	wird backen	hat gebacken	hatte gebacken	wird gebacken haben
er befiehlt	befahl	wird befehlen	hat befohlen	hatte befohlen	wird befohlen haben
er beißt	biss	wird beißen	hat gebissen	hatte gebissen	wird gebissen haben
er trinkt	trank	wird trinken	hat getrunken	hatte getrunken	wird getrunken haben

Präsens:	Er backt einen Kuchen.
Präteritum:	Er backte einen Kuchen.
Futur 1:	Er wird einen Kuchen backen.
Perfekt:	Er hat einen Kuchen gebacken.
Plusquamperfekt:	Er hatte einen Kuchen gebacken.
Futur 2:	Er wird einen Kuchen gebacken haben.

**Intransitive Verbs** (an example), conjugation and tenses – verb must agree with subject and number (concord)

Präsens	Präteritum	Futur 1	Perfekt	Plusquamperfe kt	Futur 2
er fährt ab	fuhr	wird abfahren	ist abgefahren	war abgefahren	wird abgefahren sein
er biegt ab	bog ab	wird abbiegen	ist abgebogen	war abgebogen	wird abgebogen sein
er erleicht	erblich	wird erleichen	ist erblichen	war erblichen	wird erblichen sein
er erschrickt	erschrak	wird erschrecken	ist erschrocken	war erschrocken	wird erschrocken sein
er fährt	fuhr	wird fahren	ist gefahren	war gefahren	wird gefahren sein
er reitet	ritt	wird reiten	ist geritten	war geritten	wird geritten sein
er fällt	fiel	wird fallen	ist gefallen	war gefallen	wird gefallen sein

Präsens:	Er fährt nach Hause.
Präteritum:	Er fuhr nach Hause.
Futur 1:	Er wird nach Hause fahren.
Perfekt:	Er ist nach Hause gefahren.
Plusquamperfekt:	Er war nach Hause gefahren.
Futur 2:	Er wird nach Hause gefahren sein.

**The modal verbs** - conjugation and tenses – verb must agree with subject and number (concord)

Präsens	Präteritum	Futur 1	Perfekt	Plusquamperfekt	Futur 2
er kann	konn TE	wird können	hat gekonnt	hatte gekonnt	wird gekonnt haben
er muss	muss TE	wird müssen	hat gemusst	hatte gemusst	wird gemusst haben
er darf	durf TE	wird dürfen	hat gedurft	hatte gedurft	wird gedurft haben
er soll	soll TE	wird sollen	hat gesollt	hatte gesollt	wird gesollt haben
er will	woll TE	wird wollen	hat gewollt	hatte gewollt	wird gewollt haben
er mag	moch TE	wird mögen	hat gemocht	hatte gemocht	wird gemocht haben

A further important verb to know:

Präsens	Präteritum	Futur 1	Perfekt	Plusquamperfekt	Futur 2
er weiß	wuss TE	wird wissen	hat gewusst	hatte gewusst	wird gewusst haben

## Conditional sentences

hätten	would have
wären	would be
würden + <b>-en</b>	should + infinitive verb
<b>könnten</b>   <b>dürften</b>   <b>müssten</b>   <b>wollten</b>   <b>sollten</b>   <b>möchten</b>   <b>wüssten</b>	could, may, etc.

## Active and Passive

### Präsens:

Der Mann ruft den Lehrer. <i>Der Lehrer wird von dem Mann gerufen.</i>
Man schreibt nicht die Antwort ab! <i>Die Antwort wird nicht abgeschrieben !</i>

### Präteritum

Der Mann RIEF den Lehrer. <i>Der Lehrer WURDE von dem Mann gerufen.</i>
Man SCHRIEB damals keine Antwort ab! <i>Keine Antwort WURDE damals abgeschrieben !</i>

### Futur 1

Der Mann WIRD den Lehrer RUFEN <i>Der Lehrer WIRD von dem Mann GERUFEN WERDEN.</i>
Man WIRD die Antwort nicht ABSCHREIBEN! <i>Die Antwort WIRD nicht ABGESCHRIEBEN WERDEN!</i>

### Perfekt

Der Mann HAT den Lehrer GERUFEN. <i>Der Lehrer IST von dem Mann GERUFEN WORDEN.</i>
Man HAT die Antwort nicht ABGESCHRIEBEN! <i>Die Antwort IST nicht ABGESCHRIEBEN WORDEN!</i>

## Reported speech: Is not taught at level B1

### Command form (= Imperativ/ Aufforderungen)

<i>Singular</i>	<i>Plural</i>	<i>Formal</i>
Du	Ihr	Sie
Johann	Kinder, Johann und Ute, Liebe Kinder, Klasse 10, Mama, Opa, Gott	Frau Schneider / Herr Müller / Unbekannte
+ * / e	+ t	+ en Sie
e – i wie helfen -> Hilf!		
e - ie wie lesen -> Lies!		
(setz) dich (hin)	(setzt) euch (hin)	(setzen Sie) sich (hin)
bitte	bitte	bitte
!	!	!
Bring mit!	Bringt mit!	Bringen Sie mit!
sei	seid	seien Sie
<b>Hab</b> schöne Ferien!	<b>Habt</b> schöne Ferien!	<b>Haben Sie</b> schöne Ferien!

Hinweis: Wenn das Aufforderungsverb am Satzanfang steht, muss es groß geschrieben werden!

## F. Syntax

Questions A: Sentence starts with the interrogative followed by the verb: **Wann** kommst du?  
 Questions B: Sentence starts with the verb followed by the subject: **Kommst** du mit?

Statements A: Verbs must be in 2<sup>nd</sup> position: Ich **komme** morgen  
 Statements B: Verbs must be in 2<sup>nd</sup> and last position: Ich **habe** ein Auto **gekauft**.  
 Ich **möchte** ein Auto **kaufen** .

**Sub-ordinate Clauses:** Position of verb when joining sentences with...

Group A: Conjunction (und, oder, aber, denn): verb stays in 2<sup>nd</sup> position in main and the sub-ordinate clause:

Ich **bleibe** zu Hause, ***denn*** ich **bin** krank.

Group B: Conjunction (dass, weil, obwohl, usw.): verb moves to the last position in the sub-ordinate clause:

Ich **bleibe** zu Hause, ***weil*** ich krank **bin** .

Group C: Conjunction (deshalb, doch, darum, usw.): verb moves to the start of the sub-ordinate clause:

Ich **bin** krank, ***deshalb*** **bleibe** ich zu Hause.

Group D: Relative Pronoun: position of verb in subordinate clause moves to the last position in the sentence.

Ich kenne den Mann, ***der*** Mathelehrer **ist**.

**Note:** Always a comma in front of the conjunction.

## G. Punctuation (= Satzzeichen)

Bindestrich	-
Doppelpunkt	:
Ausrufezeichen	!
Fragezeichen	?
Semikolon	;
Apostroph	'
Anführungszeichen	„...“
Klammern	( )
Komma	,
Punkte	.
Auslassungspunkte (Ellipse)	...
Schrägstrich	/

## H. Abbreviations (= Abkürzungen)

Abbreviations that occur often should be known: z.B.; usw.; ca.; u.a.; bzw.

Acronyms: WG, DDR, BRD, USA, KDW

## I. Spelling conventions (= Rechtschreibung)

Conventions of spelling like starting a sentence with a capital should be known, writing of Umlauts and ß and writing nouns with capital letters, etc.

## 6. RUBRICS FOR ASSESSMENT WRITTEN TASKS

## MARKING RUBRICS

## KORREKTURVORLAGE

## TEIL A: Schreiben: längere Schreibaufgabe

## KORREKTURVORLAGE

<b>1. Berücksichtigung der Leitpunkte</b>	
<i>Bewertet werden die Berücksichtigung der Leitpunkte und der Umfang (Minimum 2 Sätze pro Leitpunkt). Zur Bewertung werden die Punkte wie folgt vergeben:</i>	
Alle <b>fünf</b> Leitpunkte werden inhaltlich und im Umfang voll angemessen bearbeitet.	<b>5 Punkte</b>
<b>Vier</b> Leitpunkte werden inhaltlich und im Umfang voll angemessen bearbeitet. <b>Oder:</b> Alle <b>fünf</b> Leitpunkte werden inhaltlich angemessen, <b>aber</b> im Umfang nur knapp bearbeitet.	<b>4 Punkte</b>
<b>Drei</b> Leitpunkte werden inhaltlich und im Umfang voll angemessen bearbeitet. <b>Oder:</b> <b>Vier</b> Leitpunkte werden inhaltlich angemessen, <b>aber</b> im Umfang nur knapp bearbeitet.	<b>3 Punkte</b>
<b>Zwei</b> Leitpunkte werden inhaltlich und im Umfang voll angemessen bearbeitet. <b>Oder:</b> <b>Drei</b> Leitpunkte werden inhaltlich angemessen, <b>aber</b> im Umfang nur knapp bearbeitet.	<b>2 Punkte</b>
<b>Ein</b> Leitpunkt wird inhaltlich und im Umfang voll angemessen bearbeitet. <b>Oder:</b> <b>Ein bis zwei</b> Leitpunkte werden inhaltlich angemessen, <b>aber</b> im Umfang nur knapp bearbeitet.	<b>1 Punkt</b>
<b>Kein</b> Leitpunkte wird inhaltlich und / oder im Umfang vollangemessen bearbeitet. <b>Oder:</b> Das <b>Thema</b> wird überhaupt <b>verfehlt</b> . In diesem Fall wird der gesamte Testteil „Schriftlicher Ausdruck“ mit 0 Punkten bewertet.	<b>0 Punkte</b>
<b>2. Kommunikative Gestaltung</b>	
<i>Bewertet werden</i> <ul style="list-style-type: none"> <li>- ob der Brief dem Zweck entspricht;</li> <li>- die sinnvolle Anordnung und Verknüpfung der Leitpunkte;</li> <li>- die Verknüpfung der Sätze/Äußerungseinheiten;</li> <li>- die adressatenbezogene Ausdrucksweise</li> <li>- der Adressatenbezug (Datum, Anrede, Gruß-/Abschiedsformel; Einleitung, Schluß)</li> </ul> <i>Zur Bewertung werden die Punkte wie folgt vergeben:</i>	
Der Text liest sich <b>flüssig</b> .	<b>5 Punkte</b>
Der Text liest sich <b>gut</b> .	<b>4 Punkte</b>
Fehler stören den Lesefluss <b>gelegentlich</b> .	<b>3 Punkte</b>
Fehler stören den Lesefluss <b>an verschiedenen Stellen</b> .	<b>2 Punkte</b>
Fehler beeinflussen den Lesefluss <b>oft</b> .	<b>1 Punkt</b>
Die vielen Fehler machen zusammenhängendes Lesen <b>unmöglich</b> .	<b>0 Punkte</b>
<b>3. Formale Richtigkeit</b>	
<i>Bewertet werden Syntax, Morphologie (und Orthografie / Interpunktion). Zur Bewertung werden die Punkte wie folgt vergeben:</i>	
<b>Keine bzw. nur vereinzelte Fehler</b> in Syntax, Morphologie (und Orthografie / Interpunktion).	<b>5 Punkte</b>
<b>Einige Fehler</b> in Syntax, Morphologie (und Orthografie / Interpunktion), die jedoch das <b>Verständnis nicht stören</b> .	<b>4 Punkte</b>
<b>Einige Fehler</b> in Syntax, Morphologie (und Orthografie / Interpunktion), die das Verständnis nur <b>wenig beeinträchtigen</b> .	<b>3 Punkte</b>
An <b>mehreren</b> Stellen beeinträchtigen die Fehler in Syntax, Morphologie (und Orthografie / Interpunktion) das Verständnis <b>erheblich</b> .	<b>2 Punkte</b>
An <b>vielen</b> Stellen beeinträchtigen die Fehler in Syntax, Morphologie (und Orthografie / Interpunktion) das Verständnis <b>erheblich</b> .	<b>1 Punkt</b>
So viele Fehler in Syntax, Morphologie (und Orthografie / Interpunktion), dass der Brief <b>kaum noch verständlich</b> ist. In diesem Fall wird der gesamte Testteil „Schriftlicher Ausdruck“ mit 0 Punkten bewertet.	<b>0 Punkte</b>

**Leitpunkte 5 + Kommunikative Gestaltung 5 + Formale Richtigkeit 5 = 15**

**15 \* 2 = 30 Punkte**



**KORREKTURVORLAGE: Kurztex****1. Berücksichtigung der Leitpunkte**

*Bewertet werden die Berücksichtigung der Leitpunkte und der Umfang (Minimum 2 Sätze pro Leitpunkt). Zur Bewertung werden die Punkte wie folgt vergeben:*

Alle drei Leitpunkte werden inhaltlich und im Umfang voll angemessen bearbeitet.	<b>4 Punkte</b>
<b>Zwei</b> Leitpunkte werden inhaltlich und im Umfang voll angemessen bearbeitet. <b>Oder:</b> Alle <b>drei</b> Leitpunkte werden inhaltlich angemessen, <b>aber</b> im Umfang nur knapp bearbeitet.	<b>3 Punkte</b>
<b>Ein</b> Leitpunkt wird inhaltlich und im Umfang voll angemessen bearbeitet. <b>Oder:</b> <b>Zwei</b> Leitpunkte werden inhaltlich angemessen, <b>aber</b> im Umfang nur knapp bearbeitet.	<b>2 Punkte</b>
<b>Ein</b> Leitpunkt wird im Umfang nur knapp bearbeitet.	<b>1 Punkt</b>
<b>Keiner</b> der Leitpunkte wird inhaltlich und / oder im Umfang angemessen bearbeitet. <b>Oder:</b> Das <b>Thema</b> wird überhaupt <b>verfehlt</b> . In diesem Fall wird der gesamte Testteil „Schriftlicher Ausdruck“ mit 0 Punkten bewertet.	<b>0 Punkte</b>

**2. Kommunikative Gestaltung –**

*Bewertet werden - ob der Text dem Zweck entspricht;*

- *die sinnvolle Anordnung und Verknüpfung der Leitpunkte;*
- *die Verknüpfung der Sätze/Äußerungseinheiten;*
- *die adressatenbezogene Ausdrucksweise*
- *WENN VERLANGT: der Adressatenbezug, Datum, Anrede, Gruß-/Abschiedsformel*

*Zur Bewertung werden die Punkte wie folgt vergeben:*

Der Text liest sich <b>flüssig / sehr gut</b> / Fehler stören das Lesen nicht	<b>3 Punkte</b>
Fehler <b>stören</b> den Lesefluss <b>gelegentlich</b> .	<b>2 Punkte</b>
Fehler beeinflussen den Lesefluss <b>oft</b> .	<b>1 Punkt</b>
Die vielen Fehler machen zusammenhängendes Lesen <b>unmöglich</b> .	<b>0 Punkte</b>

**3. Formale Richtigkeit**

*Bewertet werden Syntax, Morphologie (und Orthografie / Interpunktion).*

*Zur Bewertung werden die Punkte wie folgt vergeben:*

<b>Keine bzw. nur vereinzelte Fehler</b> in Syntax, Morphologie (und Orthografie / Interpunktion).	<b>3 Punkte</b>
<b>Einige</b> Fehler in Syntax, Morphologie (und Orthografie / Interpunktion), die das Verständnis nur <b>wenig beeinträchtigen</b> .	<b>2 Punkte</b>
An <b>vielen</b> Stellen beeinträchtigen die Fehler in Syntax, Morphologie (und Orthografie / Interpunktion) das Verständnis <b>erheblich</b> .	<b>1 Punkt</b>
So viele Fehler in Syntax, Morphologie (und Orthografie / Interpunktion), dass der Brief <b>kaum noch verständlich</b> ist. In diesem Fall wird der gesamte Testteil „Schriftlicher Ausdruck“ mit 0 Punkten bewertet.	<b>0 Punkte</b>

**Leitpunkte 4 + Kommunikative Gestaltung 3 + Formale Richtigkeit 3 = 10  
Minus einen Punkt, wenn Umfang zwischen 25 und 45 Wörtern.**

## 7. MODERATION CHECKLIST: LEARNER FILES



**SECOND ADDITIONAL LANGUAGE:  
CHECKLIST:  
LEARNER'S FILE**

**Examination Centre:** \_\_\_\_\_ **Name of School:** \_\_\_\_\_

**Province:** \_\_\_\_\_ **Subject:** \_\_\_\_\_

*Comments on particular numbers may be made overleaf.*

<b>GENERAL ADMINISTRATION / PRESENTATION</b>		<b>YES</b>	<b>NO</b>
1	IEB Cover Sheet – marks converted & totaled accurately?		
2	IEB Cover Sheet – signed by teacher & candidate?		
3	File dividers for each section?		
4	Correct number of tasks in each section (3 + 2 + 3 + 2 = 10)?		
5	Tasks filed in order of cover sheet?		
6	Requirements (questions/essay titles/etc.) filed before each task?		
7	Candidate's work all dated?		
8	File easy to read (margins/no pockets or clips to undo/etc.)?		

<b>CONTENTS : SECTION A (Controlled/Edited Pieces)</b>		<b>YES</b>	<b>NO</b>
9	At least one task based on literature from chosen second theme?		
10	At least one other task based on an authentic text (could be lit.)?		
11	All continuous prose pieces (no short questions & answers)?		
12	Tasks different from those in final external examinations?		
13	Different categories of writing (letters/responses to texts/etc.)?		
14	Controlled pieces : all 200-300 words?		
15	Edited pieces : all 250-350 words?		
16	Edited pieces : one Narrative & one Discursive?		
17	Edited pieces : draft (only one) plus final version submitted?		
18	Edited pieces : draft coded (not corrected), with initial symbol?		
19	Edited pieces : final version assessed in relation to draft?		

<b>CONTENTS : SECTION B (Tests)</b>		<b>YES</b>	<b>NO</b>
20	Tests reflect sections of final external examinations?		
21	Each test marked out of at least 20?		

<b>CONTENTS : SECTION C (Preliminary/Trials Examinations)</b>		<b>YES</b>	<b>NO</b>
22	Examinations set according to IEB (NSC) criteria?		
23	Both Paper 1 & Paper 2 included?		

<b>ASSESSMENT (GENERAL)</b>		<b>YES</b>	<b>NO</b>
24	Level of questioning/expectation appropriate to 2 <sup>nd</sup> Add. Language?		
25	Assessment criteria clear & applied (e.g. rubrics/mark allocations)?		
26	Both ideas & expression taken into account?		
27	Assessment visible (corrections/comments/marks)?		
28	Marks still accurate after mathematical conversion (really A/B/etc.)?		
29	Evidence of internal moderation where more than one teacher?		
30	Level of assessment valid in relation to other centres? (high?/low?)		

**COMMENTS:** \_\_\_\_\_

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**Name of Moderator:** \_\_\_\_\_

**Signature of Moderator:** \_\_\_\_\_ **Date:** \_\_\_\_\_

8. MODERATION CHECKLIST: TEACHER FILES



**SECOND ADDITIONAL LANGUAGE:  
GRADE 12 FILES  
TEACHERS'S FILE**

**Examination Centre :** \_\_\_\_\_ **Name of School :** \_\_\_\_\_

**Province:** \_\_\_\_\_ **Subject:** \_\_\_\_\_

*Comments on particular numbers may be made overleaf.*

GENERAL ADMINISTRATION / PRESENTATION		YES	NO
1	Contents page?		
2	File dividers for each section?		
3	Rank order list of all candidates (indicating different teachers)?		
4	IEB lists of candidates for moderation (cluster/final)?		
5	Correct learner files presented for moderation?		
6	List of literature (& other material) used for chosen second theme?		

TASKS (GENERAL)		YES	NO
7	Correct number of tasks set for each section (minimum 3/2/3/2=10)?		
8	Copies of all tasks set in each section?		
9	Copies of all stimulus materials / authentic texts used for tasks?		
10	Requirements for all tasks clear?		
11	A variety of tasks covering NSC requirements?		

ASSESSMENT (GENERAL)		YES	NO
12	Assessment criteria for all tasks clear & varied?		
13	Copies of rubrics/marking memoranda/etc. for each task?		
14	Both ideas & expression taken into account in criteria?		
15	Evidence of internal moderation where more than one teacher?*		
16	Level of assessment valid in relation to other centres? (high?/low?)*		
17	Full range of marks used (as appropriate)?*		

*\*To be completed after moderating learner files*

**COMMENTS:** \_\_\_\_\_  
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**Name of Moderator:** \_\_\_\_\_

**Signature of Moderator:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## 9. BLOOMS TAXONOMY (ADAPTED BY THE IEB)

**BLOOM'S TAXONOMY OF EDUCATIONAL OBJECTIVES (ADAPTED BY THE IEB)**

<b>Level</b>	<b>Description</b>	<b>Explanation</b>	<b>Skills demonstrated</b>	<b>Action Verbs</b>
<b>7</b>	Evaluation	Making judgments based on certain criteria	Compare and discriminate between ideas; assess value of theories, presentations; make choices based on reasoned arguments; verify value of evidence; recognize subjectivity	Assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize, critique, interpret, justify.
<b>6</b>	Synthesis	The ability to put elements together to form a new whole	Use old ideas to create new ones, generalize from given facts, relate knowledge from several areas, predict, draw conclusions	Combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if? Compose, formulate, prepare, generalize, rewrite, categorize, combine, compile, reconstruct
<b>5</b>	Analysis	The ability to break down a whole into its component parts.	Elements embedded in a whole are identified and the relations among the elements are recognised. Seeing patterns, organization of parts, recognition of hidden meanings, identification of components.	Analyse, separate, order, explain, connect, classify, arrange, divide, compare, select, infer, break down, contrast, distinguish, diagram, illustrate
<b>4</b>	Application	The ability to use (or apply) information in new situations	Use information, use methods, concepts, theories in new situations, solve problems using required skills or knowledge	Apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover, construct, manipulate, prepare, produce
<b>3</b>	Understanding	First level of understanding, recall and understand information, describe meaning	understanding information, grasp meaning, translate knowledge into new context, interpret facts, compare, contrast, order, group, infer causes, predict consequences	Summarise, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend, comprehend, convert, defend, explain, generalize, give example, rewrite
<b>2</b>	Knowledge	Act of remembering facts. Only recall	Observation and recall of information	List, define, tell, describe, identify, show, know, label, collect, select, reproduce, match, recognize, examine, tabulate, quote, name
<b>1</b>	Fragmented knowledge	Recalls knowledge with errors	Unable to recall accurately or coherently; partial recall	-----

## 10. ORAL AND AURAL MODERATION: MARK SHEET WITH BREAKDOWN OF MARKS

**IEB ORAL AND AURAL MODERATION:  
MARK SHEET WITH BREAK DOWN OF MARKS**

<b>School:</b> _____	<b>Centre number:</b> _____
<b>Teacher:</b> _____	

Names of the candidates	Exam number	Discussion: Prescribed texts	Role play / Situations	Listening comprehension			General conversation	Total
				Global	Detail	Selective		
1		20	10				40	100
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								